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ABSTRACT

This paper reports the findings of a survey in North York, Canada, to determine the needs and priorities of high school students regarding career information. It is hoped that the report will be useful to schools in determining the emphasis which guidance services should be giving to career education. The survey sampled 3,690 students from 46 metropolitan Toronto secondary schools. The major finding were: (1) over half the sample had at least "fairly specific" career plans; (2) three in five students attached high importance to consideration of their interests and satisfaction of personal needs; (3) a large majority preferred learning about careers through talking to people in the field, practical job experience, and visiting institutions; and (4) over a third were dissatisfied with career information and help provided by their schools. The paper makes a number of suggestions for actions designed to improve career education in schools. (NG)

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A SURVEY OF STUDENT NEEDS AND PRIORITIES RELATED TO CAREER INFORMATION

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June, 1974

THE BOARD OF EDUCATION FOR THE BOROUGH OF NORTH YORK

CG 010 620

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INTRODUCTION

Background and Purpose

In the early spring of 1974, a survey[1] was conducted in a North York Secondary School to determine needs and priorities of students regarding career information. Questionnaires were administered to randomly selected classes of students. Responses were coded and tabulation of the results was done by computer. Copies of the report of the results were distributed to Guidance Coordinators across Metropolitan Toronto with a proposal that the survey be expanded to obtain current data from a wider sample of students. It was anticipated that a composite report would be of assistance to all schools in determining the emphasis which guidance services should be giving to career education. For these reasons the broader survey was organized and conducted.

Procedure

The original questionnaire was revised to accommodate the wider response expected. In order to simplify tabulation at the school level, several open-ended questions were closed. The final questionnaire (Appendix A) was therefore briefer and more applicable to different types of schools.

Arrangements for expanding the survey to other Metro Boards were handled by the Coordinator of Guidance for North York. The initial communication to other coordinators inviting their participation, included the following materials and instructions.

1. Sample copy of Memo previously sent to Guidance Heads in North York as a guide for informing individual schools about the survey and inviting their participation.

2. Procedures for conducting the survey at the school level.

3. Sample reply form for schools to indicate whether they wished to participate and if so, how many students would be involved.

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[1] Student Survey Regarding Career Information Needs. E. Wright and George Vanier Guidance Staff. March, 1974

Once the schools wishing to participate in the survey had been identified, appropriate numbers of questionnaires and detailed instructions for conducting the survey were mailed to them. The instructions (see Appendix B) covered the following areas:

- Administration
- Tabulation
- Returns

Data Analysis

Participating schools were requested to tabulate responses to the closed-ended questions. Responses to the open-ended question were to be clipped off and returned with these tabulations. Each school system collected the individual school returns and all results were then delivered to and compiled in a central office. With the exception of the responses to the open-ended question, results were tabulated for both males and females and then for the total sample. The open-ended responses were not tabulated by sex.

The initial manual tabulation at the school level was requested because obtaining computer facilities would have meant considerable delay. At the same time, this procedure provided individual schools and school systems with immediate data for examination.

Sample Size and Description

Forty-nine secondary schools across Metropolitan Toronto volunteered to participate in the survey and returned tabulations of student responses. Unfortunately the information provided by three schools was insufficient and they therefore could not be included in the overall tabulation. One school neglected to provide the tabulations by sex but since the combined figures were complete, this school was included. This report therefore contains information provided by 3,960 students from forty-six Metropolitan Secondary Schools.

The following five tables present background information about the students who responded to the survey.

Forty-seven percent of the sample was male and 53% female.

RESULTS

TABLE ONE

AGE

	Male %	Female %	Total %
14 and under	7	9	8
15	19	21	21
16	20	22	22
17	20	21	21
18	19	16	18
19	8	4	6
20 or over	2	1	1
No Answer/information not provided	5	6	3
Base (number of respondents)	(1744)	(1946)	(3690)

TABLE TWO

GRADE/YEAR

	Male %	Female %	Total %
Grade 9/Year 1	17	17	17
Grade 10/Year 2	22	23	24
Grade 11/Year 3	16	20	19
Grade 12/Year 4	26	22	25
Grade 13/Year 5	13	11	12
No Answer/information not provided	6	7	3
Base (number of respondents)	(1744)	(1946)	(3690)

TABLE THREE

COURSE LEVEL

	Male %	Female %	Total %
Advanced Level	71	67	71
General Level	18	23	22
No Answer / information not provided	11	10	7
Base (number of respondents)	(1744)	(1946)	(3690)

TABLE FOUR

INTENTIONS

	Male %	Female %	Total %
Go to University	53	44	50
Go to a Community College	14	17	16
Seek Employment	7	15	12
Enter an Apprenticeship	4	1	2
Other	3	3	3
Don't Know	16	15	16
No Answer/information not provided	3	5	-
Base (number of respondents)	(1744)	(1946)	(3690)

TABLE FIVE

QUESTION: AT THE PRESENT TIME WOULD YOU SAY YOUR CAREER PLANS ARE: VERY SPECIFIC, FAIRLY SPECIFIC, UNCERTAIN/UNDECIDED, NON EXISTENT/HAVEN'T THOUGHT ABOUT IT?

	Male	Female	Total
	%	%	%
Very specific	12	19	16
Fairly specific	42	38	41
Uncertain/undecided	37	39	39
Non existent/haven't thought about it	3	2	2
No Answer/ information not provided	6	2	2
Base (number of respondents)	(1744)	(1946)	(3690)

Only 16% of the students indicated that their career plans are "very specific". It is interesting to note that more girls (19%) than boys (12%) feel their plans are "very specific". Two in five feel their plans are "fairly specific" but an equal number said their career plans were "uncertain/undecided" (39%) or "non existent (2%).

QUESTION: HOW WOULD YOU RATE THE FOLLOWING IN IMPORTANCE WHEN MAKING A CAREER DECISION FOR YOURSELF?

Thirteen aspects related to making career decisions were listed and students were asked to indicate on a five-point importance scale, how they felt about each one. The following table presents the thirteen aspects arranged in descending order of their importance to students, that is, the percentage of students who rated them "very high importance".

TABLE SIX

VERY HIGH IMPORTANCE

	Male %	Female %	Total %
Your interests	53	65	61
Satisfaction of personal needs, e.g. self fulfillment, goals, values	51	64	60
Educational requirements	37	37	39
Job opportunities in the field	31	34	34
Future trends in the area	34	31	34
Your aptitudes/strengths and weaknesses	25	33	30
Opportunity for working with people	19	38	30
Working environment	25	27	27
Money/salary	27	20	25
Opportunity to contribute to society	15	21	19
Location	10	10	11
Prestige	9	8	9
What your parents would like	5	6	5

Most important to students in making career decisions is consideration of their interests (61%) and satisfaction of personal needs (60%). Girls tended to be somewhat more concerned than boys about these two aspects with roughly two-thirds rating them "very high importance" as opposed to just over half the boys who gave them the highest rating. Both sexes rejected the idea that what their parents would like was of high importance and the location of their future career or prestige derived from a career choice were also not rated high in importance.

Over one-third of the respondents, looking somewhat more practically at the problem of making a career choice, rated educational requirements, job opportunities and future needs as "very high importance". There were no large differences by sex in the rating of these three aspects. On the other hand, twice as many girls (38%) as boys (19%) feel that working with people has "very high importance", whereas boys are somewhat more concerned about money or salary than girls.

QUESTION: THERE ARE A VARIETY OF WAYS STUDENTS CAN LEARN ABOUT DIFFERENT CAREERS. OF THOSE LISTED BELOW, PLEASE SELECT THE METHOD WHICH YOU WOULD CHOOSE FIRST (BY PLACING A 1 IN THE ADJACENT BOX) YOUR SECOND CHOICE (PUT A 2 IN THE ADJACENT BOX), AND SO ON DOWN TO YOUR SIXTH CHOICE.

The table below lists the methods students selected in descending order of preference and is based on their first three choices.

TABEL SEVEN

FIRST THREE CHOICES

	Male	Female	Total
	%	%	%
Talking to various people employed in different fields	49	50	50
Obtaining practical experience in the job itself	47	46	47
Observing someone who is employed in the field	48	45	46
Being involved in a Work/Study Program	42	45	43
Reading about the career	30	24	27
Visiting various institutions and companies	20	21	20
Talking to a Guidance Counsellor	22	15	18
Talking to parents and relatives	13	12	12
Watching films about different occupations	8	7	7
Getting career information as part of the course content of every subject	6	8	6
Going to Canada Manpower or similar agency	7	4	6
Talking to teachers in the school	6	5	5
Talking to friends	5	4	5
Having informal class discussions	7	3	5
Taking a credit course in career planning	5	5	5
Participating in seminars with resource people from the community	2	4	4

If students had all sixteen options for learning about careers equally available, half of them would elect to talk to people employed in different careers. Between 43% and 47% would prefer a more first hand, immediate experience, either doing the job itself, perhaps on a Work/Study assignment, or observing someone employed in the field. Reading about careers or talking to guidance counsellors while not quite as popular as the methods mentioned above also received substantial support, especially from boys and one-fifth of all respondents would prefer to visit various institutions or companies to learn about careers.

The responses to this question were also examined in terms of methods students did not select among their first six preferred methods for learning about careers. The sixteen methods are listed in ascending order of not being mentioned, to facilitate making comparisons with preceding table.

TABLE EIGHT

NO MENTION AMONG FIRST SIX CHOICES

	Male	Female	Total
	%	%	%
Talking to various people employed in different fields	31	26	2[illegible]
Observing someone who is employed in the field	24	31	28
Obtaining practical experience in the job itself	26	31	29
Being involved in a work-study experience	35	42	39
Visiting various institutions and companies	41	44	42
Reading about the career	42	49	45
Talking to a Guidance Counsellor	50	58	54
Talking to parents and relatives	69	72	70
Watching films about different occupations	72	76	74
Getting career information as part of the course content of every subject	75	74	75
Talking to friends	79	80	79
Going to Canada Manpower or similar agency	80	81	80
Having informal class discussions	79	81	80
Talking to teachers in the school	80	84	82
Taking a credit course in career planning	82	81	82
Participating in seminars with resource people in the community	84	81	82

As can be readily seen , there are only slight differences in the ordering of the sixteen methods. However, it is interesting to note here that all but three of the 16 methods listed were selected among the first six preferred ways of learning about careers by at least one in five students. What again emerges is that practical, immediate experiences are methods students feel would be most useful in learning about careers. However, reading about the career and talking to a Guidance Counsellor are also relatively popular methods chosen by 55% and 46% respectively, of the students as among their first six choices.

TABLE NINE

QUESTION: DO YOU FEEL YOU HAVE ACCESS TO SUFFICIENT CAREER INFORMATION IN YOUR SCHOOL?

	Male	Female	Total
	%	%	%
Yes	60	53	58
No	34	39	38
No Answer/information nor provided	6	8	4
Base (number of respondents)	(1744)	(1946)	(3690)

Well over half (58%) of the students indicated they had access to sufficient career information in their schools. Boys were somewhat more positive about this than girls.

TABLE TEN

QUESTION: DO YOU FEEL YOU RECEIVE ADEQUATE HELP AT SCHOOL IN MAKING DECISIONS ABOUT YOUR CAREER PLANS?

	Male	Female	Total
	%	%	%
Yes	60	56	60
No	30	38	36
No Answer	10	6	4
Base (Number of respondents)	(1744)	(1946)	(3690)

Three in five students feel they receive adequate help at school in making decisions about career plans. Again, more boys indicated satisfaction in this area than girls.

Just over one-third (36%) of the students feel they do not receive adequate help regarding career plans. This group was asked,

QUESTION: IF NO, PLEASE EXPLAIN. (space was provided for respondents to write in their answers.)

A total of 1,345 students provided 1,579 answers to the question, in other words, exactly 36% of the total sample responded.

These responses were organized under three broad headings:

Suggestions for Improvement
Criticisms
Favorable Comments

These headings were then broken down into more specific categories, and the comments were coded and tabulated.

As would be expected, most of the explanations were of a critical nature. In fact, the flavour of some of the comments suggests that some students quite simply took the opportunity to criticize because it was offered to them. This observation will be evident in some of the comments which are quoted in the following pages.

It should also be remembered that a large majority (60%) of the students feel their needs are being adequately met and therefore were not invited to share their views. When reading the following pages, then, the generally negative tone of the quoted comments should be kept within this context - that only unsatisfied students were asked to comment.

In spite of the foregoing reservations, it is necessary to examine both the criticisms and the suggestions provided by these students. Many of their comments reflect a sincere desire to explain their needs. Although their perceptions may differ considerably from perceptions of school personnel, there may be useful inferences which will be helpful to those planning career education programs.

Suggestions for Improvement

Ideas about ways school might better assist students in making decisions about career plans were offered by 23% of those responding to this open-ended question. The table below presents a summary of the main suggestions they made.

TABLE ELEVEN

SUGGESTIONS FOR IMPROVEMENT

	%
Schools should provide speakers/excursions/practical experience/work study/opportunity to talk to people in field	10
There should be class discussions/seminars; teachers should have group talks	4
Career or educational counselling should begin earlier/ in junior grades	3
Schools should provide information which relates courses to where they lead	2
Schools should provide more materials, e.g. reference books/movies	2
There should be more emphasis on showing students what they are suited for	2
Base (Number of respondents to the open-ended question)	(1345)

One in ten students who feel they are receiving inadequate assistance suggested that schools provide speakers or offer more practical types of experience relating to career opportunities, including excursions to companies and work study assignments. A few of their comments are quoted as illustrations of the ideas they have for help in this area.

*. We should have more people come in and talk about what they do, not just in the medical field, but the arts, geography etc. Also more presentations.

. I think because we should have people in the field we want to come and see us or to go see them.

. We don't have people involved in different carriers to talk to. We should have more people such as stewardesses, models, etc. come to the school and talk to us about the job so we could get a better idea about it.

. We do not get to meet people of different walks of life to see what their work consists of. One such club which has done something about it is the Richelieu club in North Bay & Rotary club which has contributed to giving an opportunity to students to meet professional people.

. I think that if we had some areas where the students could have a view of the job as well as seminars on the job would clearify a lot of misunderstandings.

. Not enough personal contact with people from outside the school.

. I think that we should have a work shop day, where a representative from each job comes & explains exactly what it is they do, how much they earn, and other things that are of importance in making decisions.

. Not enough people from different places coming to this school on careers day. I think it would be better to have a week for students to go to different companies to find out what they have to have to be employed in them.

*In this and all subsequent pages, indented passages preceded by a dot are comments taken from the raw data, quoted verbatim.

- There should be times when students should be able to go out & work in the field that they're interested in for a 1-2 wk.prd. This would give them an insight that field & give them some experience so that they can decide if that career or job is right for them.

- I think people should be given a chance to go out and try out a job that they think they like. The school should let them work for a little while to see how its like.

- I think that a student should be able to visit the kind of place he would be working in. Also he should be able to experience what is like doing that certain job. Discussions in class should be frequent and you should have longer time to make up your mind.

- It would be better if we could be able to try working for what goal we want (secretary) go to a office for a week and see what it is like.

Another 4% of those dissatisfied with the assistance provided by their schools suggested that seminars and class discussions should be organized. Although similar in intent to the idea of having speakers, as expressed above, these comments tended to be more specific and emphasized a more formal almost compulsory approach. The teacher's role in disseminating career information was also stressed.

- I feel that more time during school hours should be allotted to this field, as many times a student has trouble finding the time or initiative to investigate on his/her own. Also emphasise on career planning should be stressed earlier ie grade 10.

- ....and also they should have discussions periodically in class.

- There is no real way you can get information unless you go down, and the majority of the students don't go down. There should be more seminars as there was at the beginning of the year or a course not necessarily with a credit.

- In each subject you should be given some idea of what careers that subject could let you into & this isn't done.

- Well, I feel that I have fairly good access to career information but it all seems fairly general. I really feel that we should have classes on careers and have more career days. Also I feel that it is fairly hard to receive help at school in making descisions because of not enough time etc. I think it would be very helpful and useful to all, if we had discussions etc. and more career education. It would be most beneficial after making a fairly stable choice, to set aside one day to go and see someone in the interested field.

- Because of the time limit involved in the school (year) day, there is not enough time to discuss the needed information about careers. I think a few days dedicated to careers - in full, would be a great help.....

- Earlier in the questionnaire, I marked 'informal class discussions' as No.1. We need to have discussions in order to find out the 'pro's and con's' of a particular job. We don't know enough about job availability. The only class in which I get any info is typing - and who wants to be a secretary?

- I would like to be told of the different difficulties and opportunities which I will face, once leaving school. Instead of making a guidance appointment, I think the teachers should explain the experiences we might have. It shouldn't be all theory, maybe discussions would help.

- Help is easily achieved in the Guidance Office but I feel this should be extending to the classrooms.

Some students (3%) recommended that career counselling begin in lower grades, their concern being that students need assistance in choosing the appropriate options before they reach the senior level.

- I feel that each person has their own personal needs and not enough people even think of going to a guidance type person. Help in choosing a career, or rather learning about a career, should be initiated at an early level in high school, so that the student doesn't make a mistake with regard to his/her options.

- Because they've waited until we just about finished school before they help us in making decisions, I feel it's a little too late since the decision should have been made at the beginning of high school.

- Until now career planning was not mentioned to me. I think they should start giving options or career ideas to grade 10 students. If this is done, they will benefit by choosing the right subjects later.

- No, I feel in guidance you get enough help, but there should be courses for choseing a career, in grade 8 when you must chose subjects you don't know what you want the teachers aren't much help they just tell you which course they think you should take. They don't explain the different courses and talk to you individually.

- I think students should be councelled from grade 9 and helped to make their decisions because it is a long four years when you don't know what you are doing it for.

Other suggestions for assisting students (see Table 11 for categories) are quoted below.

- The courses offered in school do not relate to most careers as they are too general. Since the credit system has been introduced, there should be more of a variety of subjects which relate to specific careers that the individual is intending to pursue.

- More specific fields regarding adgstability of a certain subject. eg. if courses are needed or how much they are helpful.

- A student has many other worries in school such as grades, options, etc. that frequently he overlooks what his ultimate goal in school is and what his career plans are thus I think that the school should make a student more aware of job opportunities and what she should do to enter that field.

- You don't have enough subjects that co-ordinate with later jobs.

- I feel for instance, movies about different occupations could be shown sometimes - after school, maybe, for those interested.

- No - mainly because there is not enough information about different careers. There should be more field trips and films.

- I think that the Guidance Office should have films on a certain day, say designing. If you want to know about it, go after school and learn stuff about it.

- I require more information on what I plan to major in. Marketing is that field. I can't seem to find enough information on what it has to offer me. My opportunities in this field and exactly what it has to offer me.

- It would be helpful if I were given alternatives as to what type of work I could get into it. I don't have the educational requirements for what I have planned.

- I think there should be more emphasis on helping students find out what jobs they are suited best for. I think tests should be taken that will show what that particular person does best. I think I.Q. tests should be taken to show our level of intelligence.

- It is difficult to decide on a career, and very important to find a career I like. I have experienced few opportunities in school to get help in deciding or directing myself in the right field.

Criticisms

As noted earlier, many of the comments made by students dissatisfied with the help they receive at school in the area of career planning, were critical. Many students singled out Guidance as failing to provide adequate assistance but teachers also received a share of the blame.

A summary of the points the students made and how frequently they occurred is presented below.

TABLE TWELVE

CRITICISMS

	%
Criticisms regarding the quality of information provided by Guidance Department	18
Criticisms of Guidance Counsellors	17
Criticisms of teachers	7
No one will tell you what to do	6
School does not have/give information regarding careers/future planning/specific jobs	5
Criticisms of Guidance policy of students' appointments	4
No one ever talked to me	4
Base (Number of respondents to the open-ended question)	(1345)

Eighteen percent of those who feel they do not receive adequate help at school in making decisions about career plans pointed out that the information provided was out-of-date, inaccurate or not specific enough, to mention only a few of the main criticisms.

- There is not enough specific material, just very general information (e.g. teller's job at bank) if you want to get into a specific field, you need more information than the guidance office can give you at the present time.

- We don't have enough information about the informations about the requirements, the future the salary, the trends etc. of the job.

- Imformation in phamlet not up to date.

- Not enough help explaining about different types of careers Just major ones are mentioned.

- No, because nobody wants me to be what I want to be. There is no information on my career what so ever. School does not have anything to do with my career choice and does not help.

- When I go into the Guidance Office for information on the job I'm interested in all the pamflets etc are very old and the information on some of them is no longer true.

- Information is outdated. Can't seem to decide on what is right for me in the future.

- There is not enough information available concerning careers. Guidance does help some though. We are here in school to prepare for our future yet we aren't informed on what is available to us.

- Although there is quite a bit of information and opportunities to obtain inf. in our school, I think that there are quite a few things which are narrowly covered merely because they are classed as men's jobs eg. forestry technichian.

- There isn't enough information about various careers, this area is very limited. Most information is aimed at people going to universities, not for people going to a community college or right to work.

- So far I have had no access or help about making career plans. I don't thing anyone in my class has felt they could just go down to the GD and look at pamplets, etc. I think this school is for the bright child, and not so bright don't get any help at all, because a school like this is just for kids who are going to university.

- I think that the guidance counsellors push university too much. It's not the best place for everyone. They think that if I plan to go to work for a year or two, then go back, or to get married or to only go to gr. 12 that I'm closing too many doors - that may be true however I have the right to chose and decide without be lectured or feeling guilty for my decisions.

- Unfortunately not in this school - the Guidance department seems geared for producing doctors, lawyers, accountants, etc. They do not have the available information for students interested in new or completely different types of careers.

- They talk with to much PROPAGANDA in what is good for the individual. They fill you full of hopes.

- I say no because there's a new course coming out next year & I haven't really been told of whats happening in that course. I don't really understand. I picked this subject but I feel like changing it again. I don't no if its the right thing.

Although the comments quoted above emphasize the poor quality of the Information available to students, other respondents laid the blame more squarely on the services of the Guidance Department in their school. A few of the more typical comments are quoted below.

- Not enough attention is paid to this area. Trying to find a career is difficult. I found vary little cooperation from my guidance teacher. I would like more.

- Guidance Counsellors do not supply enough information. They mix you up more than anything and influence your decisions too much.

- The guidance department can not help most of us because they themselves are very miss informed. Courses do not guide us to helping us to making any decisions about the future.

- I feel that my counslor a male didn't like to spend much time with me.

- The teachers in the guidance department tell us its our own decision, but they really dont answer our questions. They say they dont want to influence us & they lightly push the question off.

- The guidance counseller was reluctant in trying to give me all the information I required. The counseller was too impersonal and as such I found it difficult to ask his advise.

- Because half the counsellors don't know what they are talking about.

- I've been screwed enough - I went to guidance to receive help about certain course & was told Ryerson was better then university - I was advised to go to a 4 yr. program which I did and was then told that a university program was better. - There's no way I am going to waste my time listening to counsellors when I'm only going to get screwed in the end.

- Some counsellors have a tendency to confuse a person more than before the interview. Some are helpful, but others sound like computers, stating endless facts!

- I have made various requests for interviews with the guidance department since the beginning of the school year and I have not yet had that interview.

- Since a lot of the time you can get 2 different stories from 2 different people.

As can be readily seen from the above comments, the criticisms of counsellors are contradictory and varied. Some students feel they are influenced too much, others not enough, some feel they are offered too much information, which confuses them, others feel not enough factual data is provided.

Criticisms of teachers tended to be more uniform in that the main problem seems to be simply that teachers do not take the time to talk about career aspirations with students.

- I say no because the teachers don't have time to help you in making decisions. That's why I think the ministry of Education should do something about this. After all that is part of what we pay taxes for.

- At school none of the teachers ever talk about career planning in my classes so I feel their is no help available.

- I said no because I feel that most if not all of the teachers are busy with their own subject material and that the relationship between most students and teachers are very impersonal so there is really no one in the school to whom you can talk to.

Six percent of the respondents indicated that they would like stronger direction from counsellors as well as alternative suggestions.

- Guidance councelors, I think, tend to give the full responsibility on the student to make his own decisions. Many times the student does not know enough about the career and the counselors do not give alternatives. The student are not aware of many things, eg. subjects not needed; job opportunities.

- It is diffucult to talk to a counsellor at school about a career because they don't suggest enough, they just reply what you ask.

- If I ask for help, I get an answer like "It's your decision, do what ever you think is best for you". I want some suggestions.

- If you went into the Guidance office, they would give you some information, tell you what subjects you would need but not enough to help you come to any conclusions.

- They give you pamflets and talks but they don't realy explain and show you everything. They say well this is all the information we have and leave you at that.

- Insufficient instigation to become something.

- People think that it is my decision and they don't want to influence me too greatly: but I need that influence.

- Often the booklets and phamflets give you only the good side to the career. I consider such things as the wages, demand for the career and certain drawbacks much more important. Conselle: only tell you to do what you think.

- No attempt is made to help the student who does not know how or where his future lies.

- Don't have much to offer in helping you make decisions.

- No: Since the guidance people don't really understand a students problems. Unwilling to say anything definite to the student when asked a direct question!!! Most information in the files are outdated.

- It seems when confronted by a councilor they have adequate information but some how not able to convey their thoughts to the student, show him when all the alternatives supplied to the individual.

Five percent of the students who responded to this question pointed out that schools lack detailed or specific information about careers and that planning for the future is hampered by this lack.

- The school doesn't explain about specific jobs or the salary involved. Everything talked about in general. More class time is needed in this area as it is of the utmost importance.

- I feel that most of the information receive by the students is just general knowledge an is not specific enough in stating facts, like 1/the need in that field for more people and job opportunities 2/Salary of the average man in a certain field 3/Working conditions etc.etc.

- The inability to obtain information in the future trends of the area of work (ie) expansion of industry. As well such occupations that would contribute to society is also not adequately covered. The idea of the type of working environment that is involved as well as the type of personal staff that is involved is also not taken into account.

- Career are not completely explained in detail to the student.

- There should be more information about jobs and future plans than just talking about credits.

- I feel that there is almost no help to speak of here. We can get course selection help but nothing very detailed about specific jobs or careers.

- There are very few organized programs in the school pertaining to employment and to your future when you leave school. The guidance department seems to lack adequate knowledge of post high school activities. The bulk of the aid I have gotten is through discussions with teachers.

- There should be more! HELP!!! There is no carrer help in this school. Give you a pamphet and tell you to go. Most people don't know what to do after this school because of this.

Four percent of the respondents objected to the policy of having to make an appointment to see a Guidance counsellor. Some respondents feel that Guidance sessions should be compulsory for all students.

- It is very difficult to get enough determination to force oneself to investigate the possibilities, especially when they are so many. I think the information should be regularly forced on us. At the moment I feel ignorant to say the least.

- In this school, to require information about job planning you must go to Guidance, they should come to you. Job access (most) is not accquirable for independent, trade, or jobs of dissatisfaction. - Please consult the student.

- Some people are more shy than others it's hard talking with a person you really don't know about your personally live.

- Very few times does a guidance teacher discuss these things with the student. and each time we need help we have to get an appointment.

- I have really no idea about future plans and have gotten very little help from the schools suggestions. Call each person down and have a informal talk. have career planning sessions.

- ....also some people don't ask for help because they are too lazy.

- Students should be encouraged to have interviews but are reluctant because of the number available.

- I feel that there should be a school rule to make every student have to see a guidance counsellor. This way the counsellor can make the student aware of all the career possibilities. Also a student might be just too shy to make a guidance appointment so one should be made for him.

- After grade 7 you have no guidance periods. If these periods were extended through to at least grade 12 then the individual could perhaps understand his situation more fully.

Finally, in this section are the comments from 4% of the students who simply said no one had ever offered them any assistance in this area.

- I cannot truthfully answer this question because I have not yet asked for help from the guidance department nor has it been offered to me. For example this is the first time I have been called for a guidance appointment.

- Because I don't think anyone has really sat down and talked with me about it.

- We don't discuss careers at all in this school.

- So far I really haven't worried too much about a career, I have given it some thought but I really don't have the slightest idea what I want. Before this questionnaire my school has never even approached me with any information about careers. I imagine there is information in the guidance office but I haven't gone to it.

- I have been here one year .... and not once did any of my classes talk about what you want to do after you leave school. I have still not made up my mind and I hope that this school will influence me in choosing right.

Favourable Comments

In spite of the fact that only those students who felt they received inadequate assistance were invited to respond to the question, 25% of the respondents provided either favourable or at least uncritical comments. For example, 9% of the students commented about Guidance Services, noting how much effort they devoted to helping students and sympathisizing with the enormity of the task.

- The school right now is involved with some 900 students - it is important in choosing a career, but the school is trying hard to set up information days to obtain necessary data.

- No, because I feel it's just impossible for the guidance councellors to collect enough information about every single job or career opportunity to satisfy the needs of a person concerned in only one specific area.

- I've been to the guidance office many times and I feel they try to help but wonder if they always manage to do so. It's nice to see people care but I don't know what I want.

- The guidance counsellors don't seem to know enough about specific careers but this isn't their fault since they can't be expected to know specifics about several thousand jobs.

- Guidance dep't seem too small or unable to deal with job or career opportunities to the extent it should. Realize that dep't has to serve whole school. Perhaps a new branch.

- The Guidance people do the best they can.

- There should be more guidance teachers availible to aid students.

- I feel there are too many students that need halp and not enough helpers.

- Adequate help is barely enough. Guidance in particular have very little time to deal with each student individually. I personally feel that more staff would help solve this problem. These decisions are very important to us, and it would help if more information and help were available.

- No because not sufficient counsellor administrators.

- Being in Gr. 13 this year, I haven't had the advantages that the people in the future will have because the help in the schools is improving but wasn't as good when I was going through the earlier years.

- Not enough time and not enough emphasis.

- I have no doubt about the good intentions of the Guidance staff but I feel the Guidance office isn't very close or intimate. Perhaps you are short staffed and this is the problem.

- There is little contact between student and teacher because (career officer) of ratio 1:500. You can see him if you personally contact him but if your not motivated your at a loss.

- It is the guidance counsellor who should give us enough information about a career that we would like. He should try to find what we would like according to our interest. This is not the problem as much as most students do not go see him. They either think he is too busy or they are frightened of something.

Nine percent of the respondents simply reported that they had not sought assistance.

- There may be sufficient information but I wouldn't know since I've never tried.

- I have not asked for help and therefore have not received it as far as career decisions are concerned. However I feel that the help is available if the student (myself) would make the effort.

- I am lazy. I haven't bothered looking into any of the guidance offered, so in this way I have received no help.

- I haven't received any help but then I haven't inquired either.

Also included in some of their comments were assurances that very likely the information would have been available had they looked for it or that they were unable to judge the resources since they had no experience on which to base a judgment.

- Possibly because I have never asked for career help. I have read the literature in the guidance office, but in the end it all boils down to making my own decision. I'm sure the help would be available if I required or asked for it.

- I really can't answer #5 because I have never approached the guidance office for help in choosing a career and I feel my answer would be unfair to the people concerned.

- Well I've never really given a career much thought so I've never really asked about anything there/are leaving me in dark about how people in the school can help me choose a career.

- I'm sure there is adequate help but I haven't really asked about it.

- -in that I have not asked for the help. If it is needed, I hope it is there!

- My answer is no probably because I don't go out and seek in career planning from my school. I'm fairly sure of the field I'm going into though.

Finally 7% of the respondents stated that they felt it was the responsibility of students to seek our required information and make their own decisions.

- The school can only help you as much as any other person. I believe it is up to the student to take on some responsibility on his behalf and not the school's.

- No because I chose a career I wanted to take but we didn't go on to discuss if I would be interested in anything else, it was my responsibility to look for myself without anyone's suggestions.

- I saw NC because it is really up to the person herself or himself. The school might say this is a good opportunity. But you will try and maybe dislike. It is up to the individual.

- I answered no because I feel that although information can be made available through the guidance office it is basically up to me and my interests in deciding a career. I have basically chosen one anyway and I am working to that end.

- In my estimation, it is not the responsibility of the school to "help" students make decisions as to careers. An individual's own instincts and feelings are the best path to a successful career choice.

- I don't really think any school can do that, the decision should strictly be up to the person. All the school can do is tell you about the job, what is required to get the job etc.

- I don't need to be told or shown things that I could do. I've made up my mind, and I'm going to work up to what I want to be. Hoping I make it.

Some of the comments provided by the students did not belong in the categories discussed in the preceding few pages, nor were they made frequently. A few examples of this type of comment are quoted below as illustration.

- the information tends to be from Canada only, this is all right for the majority of students but there are a lot of opportunities in different countries. (eg. United States, England, Germany)

- I was told and allowed to go to several colleges. I arrived on time for my appointment, even though it was a long distance to go to. The person I was to talk to was late. I had to wait for him and was late for work that night. I don't think the man took his job personally. He didn't really seem interested in his job, helping others.

- I feel that if a student has not the right qualifications, he is discouraged by the school to continue. If one hasn't made up their mind, then the subjects they take in high school can not fully know for what cause your interest are in. (in other words, in high school you must know where your ambition lies or school is useless)

- I do not plan to do secular work I must go to my pastor or other fellow Christians to get proper guidance.

- Because you can't judge what you want to be by putting holes in paper if you know want I mean.

- The reason being that I find it hard to go talk to someone about my problems. I don't really care about the problems of others why should someone care about my problems.

- There is no way I am that close to anyone in this school, I am just another I.B.M. card to you.

- Education is different from knowledge and wisdom.

- If you get stuck with a grade 11 home form when you are in grade 12 you never hear about seminars. You forget about the stuff in the guidance office because it is out of the way.

- I feel the school should have a room especially made for the students with a lot of infor. about various careers that could be at our use anytime.

SUMMARY OF FINDINGS

A total of 3,690 students selected on a random basis from 46 Metropolitan Toronto Secondary Schools participated in the survey. Forty-seven percent of the sample was male, 53% female. Two-thirds of the students indicated that they intend to continue their education at either University or a Community College, and 71% reported that they are enrolled in Advanced Level courses.

The following points cover the major findings of the study:

Over half (57%) of the 3,690 students who participated in the survey said that their career plans are either "very specific" or "fairly specific". Most of the remainder are uncertain or undecided, but only 2% admitted that they have not thought about a career for themselves.

Three in five students indicated that in making a career decision they would attach very high importance to the consideration of their interests and, as well, to the satisfaction of personal needs such as self fulfillment goals and values.

A large majority of the respondents, when asked how they preferred learning about various careers, gave priority to the following methods:

- talking to or observing someone employed in the field
- obtaining practical experience (such as Work/study) in the job itself
- visiting various institutions and companies

Thirty-eight percent of the students feel that they do not have access to sufficient career information in their schools.

Over one-third (36%) said they did not receive adequate help at school in making decisions about career plans.

The 36% who indicated dissatisfaction with the help received at school regarding making a career decision, were asked to explain. The major criticism was that the information available to students was of poor quality, not specific enough, out of date or simply non existent. One in ten of the students unhappy with the assistance provided in their schools suggested that more practical, on-the-job types of experiences would be helpful and that speakers and excursions to places of work would help alleviate the problem.

SUGGESTED FUTURE ACTION

1. Increase the quantity and quality of career information available to students by making adequate school budget allowances for it. Greater efforts should be made by government agencies, educational authorities, business and professional associations, educational institutions, and other groups to produce a broad spectrum of career information in a variety of media, having regard for the differing levels of achievement and aspiration among students.

2. Improve the facilities for display and ready access to career information. Teachers should relate their subjects to career opportunities and future trends in related fields whenever possible and should hold periodic discussions on these topics. Greater stress should be placed on encouraging students to seek out and apply career information.

3. Educational authorities should place more emphasis on the importance of career education with opportunities for students to select full or short-term courses related to career planning. The development of curriculum materials for this purpose should be given more encouragement.

4. A central agency or service should be established on a cooperative basis, to maintain an annotated bibliography of all types of current career information suitable for school use.

5. Ensure that there is adequate teacher and counsellor assistance to help students to: (i) become familiar with career information, (ii) explore career opportunities, and (iii) set tentative career goals. The organization should permit school staff to be available not only to students who seek help voluntarily but also to those who need special help and encouragement. School Counsellors should become more proficient in using career information in their work with students.

6. Schools should make every effort to utilize human resources in the community as discussion leaders or seminar participants for providing first-hand career information to students.

7. In cooperation with community resources, schools should develop opportunities whereby students can undertake try-out experiences or observe in actual work settings through participation in cooperative programs or work study activities.

APPENDIX A

QUESTIONNAIRE FOR STUDENTS

REGARDING CAREER INFORMATION

THIS SURVEY IS DESIGNED TO FIND OUT WHAT TYPES OF ASSISTANCE STUDENTS NEED IN PLANNING FOR A CAREER AND MAKING DECISIONS ABOUT THEIR FUTURE. PLEASE READ THE FOLLOWING QUESTIONS AND PLACE CHECK MARKS IN THE APPROPRIATE BOXES

BACKGROUND INFORMATION:

AGE:
- 14 and under ☐
- 15 ☐
- 16 ☐
- 17 ☐
- 18 ☐
- 19 ☐
- 20 or over ☐

GRADE		YEAR
9	☐	1
10	☐	2
11	☐	3
12	☐	4
13	☐	5

SEX:
- Male ☐
- Female ☐

MAJORITY OF YOUR COURSES ARE AT:
- Advanced Level ☐
- General Level ☐

AFTER LEAVING THIS SCHOOL YOU INTEND TO:
- Go To University ☐
- Go To A Community College ☐
- Seek Employment ☐
- Enter An Apprenticeship ☐
- Other ☐
- Don't Know ☐

1. At the present time would you say your career plans are: (Check one box)

Very Specific	☐
Fairly Specific	☐
Uncertain/Undecided	☐
Non Existent/Haven't Thought About It	☐

2. There are a variety of ways students can learn about different careers. Of those listed below, please select the method which you would choose first (by placing a 1 in the adjacent box), your second choice (put a 2 in the adjacent box), and so on down to your sixth choice.

Reading about the career	☐
Talking to various people employed in different fields	☐
Observing someone who is employed in the field	☐
Being involved in a work/study experience	☐
Obtaining practical experience in the job itself	☐
Watching films about different occupations	☐
Talking to a Guidance counsellor	☐
Talking to parents or relatives	☐
Visiting various institutions and companies	☐
Having informal class discussions	☐
Going to Canada Manpower or similar agency	☐
Talking to friends	☐
Participating in Seminars with resource people from the Community	☐
Taking a credit course in career planning	☐
Getting career information as part of the course content of every subject	☐
Talking to teachers in the school	☐

3. How would you rate the following in importance when making a career decision for yourself? (Check the appropriate box for each item).

	Very High Importance	Fairly High Importance	Medium Importance	Fairly Low Importance	Very Low Importance
Educational requirements	☐	☐	☐	☐	☐
Money/Salary	☐	☐	☐	☐	☐
Future trends in that area	☐	☐	☐	☐	☐
Opportunity for working with people	☐	☐	☐	☐	☐
Your aptitudes/strengths & weaknesses	☐	☐	☐	☐	☐
Your interests	☐	☐	☐	☐	☐
Opportunity to contribute to society	☐	☐	☐	☐	☐
Location	☐	☐	☐	☐	☐
Prestige	☐	☐	☐	☐	☐
Job opportunities in the field	☐	☐	☐	☐	☐
Working environment	☐	☐	☐	☐	☐
What your parents would like	☐	☐	☐	☐	☐
Satisfaction of personal needs, e.g. self-fulfillment, goals, values	☐	☐	☐	☐	☐

4. Do you feel you have access to sufficient career information in your school?

Yes ☐ No ☐

5. Do you feel you receive adequate help at school in making decisions about your career plans?

Yes ☐ No ☐

If "No", please explain.

_____

_____

_____

_____

_____

Thank you for your co-operation

APPENDIX B

INSTRUCTIONS FOR CONDUCTING STUDENT SURVEY REGARDING CAREER INFORMATION NEEDS

ADMINISTRATION

1. The sample in your school will be a minimum of 5 students per grade, with a relatively even balance between boys and girls.

2. Students should be selected as far as possible on a random basis.

3. Administration time is approximately 12 - 14 minutes.

4. Preferably, administration of the questionnaire should be conducted with class-size or larger groups. It is expected that participating students will receive an appropriate introduction to the purpose of the survey and will complete answers under counsellor supervision.

5. Administration should be conducted during the period ending on or about FRIDAY, MAY 17, 1974.

TABULATION

1. Each participating school is requested to complete its own tabulation.

2. Two summaries are required - use two blank forms to record the totals (one for girls, one for boys).

3. For tabulation of question #2, use the attached two tally sheets.

4. For question # 5, the second part, please clip off the portions on which comments have been written and send these in with your tabulations. The comments will be coded centrally and summarized in the final report.

RETURNS

1. Place your tabulation summaries and sheets with written comments in one bundle with clear school identification.

2. Send the bundle to the central guidance and counselling department in your school system. Bundles will then be collected from these locations.

3. Please forward the bundles by Friday, May 17, but certainly no later than Tuesday, May 21, 1974.

4. The final report will be sent out as soon as possible after this date.

NOTE: PLEASE RETAIN ALL QUESTIONNAIRES. THE DEPARTMENT OF MANPOWER AND IMMIGRATION IS MOST ANXIOUS TO PREPARE AN IN-DEPTH ANALYSIS OF THIS DATA. THIS WILL PROVIDE AN ADDITIONAL SERVICE TO ALL PARTICIPATING SCHOOLS. YOU WILL BE CONTACTED REGARDING THE COLLECTION OF YOUR QUESTIONNAIRES IN THE NEAR FUTURE.

THANK YOU FOR YOUR PARTICIPATION AND COOPERATION